

ACTIONS SPEAK LOUDER THAN WORDS:



Individualism vs. Conformity

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ACTIONS SPEAK LOUDER THAN WORDS: Individualism vs. Conformity

11th Grade Language Arts

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Do not go where the path may lead, go instead where there is no path and leave a trail.

-Ralph Waldo Emerson

Rationale

High school can be a very trying time for many students. High school students are faced with many challenges; one of these challenges remains to be maintaining individuality when the social norm is to conform. This need to conform can easily be seen as you walk through almost any high school hallway. You will see groups of students who dress similarly because of their desire to “fit in” with the group that they are associated with. These students seem to covet the same labels, styles, and sense of belonging. Beyond what is seen, high school students in each

group will usually share the same belief system or sense of right and wrong - at least, it would appear this way.

It is the *appearance* of this shared system of beliefs that has lead to the creation of this unit. As this unit is facilitated, 11th grade students will be asked to examine themselves and their understanding of conformity from a human development perspective. **The essential question for the unit is: How does a desire to conform shape my understanding of my environment?** Through reading and discussing literature, students will examine the potential effects of conformity on the individual as well as on society as a whole. The hope is that through this examination, students will realize that they are important and that they do have a voice and a responsibility when it comes to defending their beliefs. It should be said that this unit is not designed to "tell" students what is right and wrong in the face of conformity, but rather it is to encourage them think about why certain behaviors and attitudes are accepted while others are not.

According to a study performed by Jeffery T. Lashbrook, fear of inadequacy, isolation, and ridicule cause students to conform even in situations where they know the behavior is morally wrong or risky. Lashbrook states, "[...] a survey of 13 to 17-year olds found that 40% cited peer influence when asked why they thought the Columbine School Shooting happened" (747).

According to the survey, students said they took part in drug use to "avoid sitting there and looking stupid" (753). Drug use is only one example of risky business that students admitted to taking part in. Others included alcohol use, sexual relationships, delinquency, and educational performance. This unit will give the students a window through which they can observe the effects and consequences of conformity. It will also allow them to research these effects and to educate others. The purpose is to equip each student with information from a human development perspective that will encourage the recognition and questioning of behavior that is not consistent with their own morals and beliefs. Through the literature selections, the students will gain a better understanding of self.

The first text of this unit is Arthur Miller's play *The Crucible*. In this play, the conflicts and struggles of the Salem Witch Trials are brought to life. The play is centered on the sudden illness that plagues the daughter of the town's prominent religious figure, Reverend Samuel Parris. Though he questions the girls that were with his daughter at the time that she fell ill, no one will admit to any wrong doing. When she finally does speak, his daughter and two others admit to contacting spirits in the woods. They give the names of those they saw, and those whose names were given were thought to be witches. The play also deals with the topic of adultery as one of the girls responsible

for contacting the spirits had had an affair with the character John Proctor while working in his house. In a turn of events, one of the women accused of being a witch is the wife of John Proctor. Though the girls know that the statements that they are making are untrue and unfounded, no one speaks up or tells the truth. They allow innocent people to be killed and innocent lives to be ruined.

Though *The Crucible* deals with intense topics, the events that take place in the play are very effective in showing students how their actions have the ability to hurt others. Beyond this, students witness events that start out innocently enough but end up hurting others; the result of the events goes beyond hurt feelings and stresses the importance of personal responsibility. During our study of *The Crucible*, we will examine Betty's intent in falling ill allowing students to discuss whether she was really ill or trying to avoid the consequences of her actions. We will also discuss the intent of the girls in coming forward to announce that they had conjured spirits in the forest allowing them to examine the motives of each of the girls. It is hope that the students will be able to make a connection with the actions portrayed by the girls and a similar real world situation that they have been involved in or are aware of where the events seemed to snowball out of control. This will springboard discussion regarding what the girls could

or should have done differently. This will also allow the students the ability to explore potential alternatives when it comes to resolving their own conflicts.

The Crucible is written as a play and is meant to be seen. High school students are digital natives and are used to having their senses indulged. The language in *The Crucible* can be heavy at times, and it can be difficult to "see" the action that is taking place. With this in mind, and in an effort to help the students better understand and appreciate this particular work, the movie will be shown during the course of this unit. During each of the six weeks, a reading assignment will be given. As the students complete and discuss each Act, we will watch the film version of that Act as a class. Again, this is included to enhance and clarify their understanding of the text.

The next work is Kurt Vonnegut's "Harrison Bergeron." This short story tells of a society where everyone is equal. The athletic are handicapped with weights to make it more difficult to be successful. The overly intelligent are handicapped with devices they wear in their ears that deliver loud sounds intended to disrupt their thought processes. The beautiful are handicapped by ugly masks they must wear so that none of the less beautiful feel inferior. All of these measures are enforced by the government. Harrison Bergeron is above average in every category and refuses to live life barred by the handicaps that

have been put in place. He along with a beautiful dancer, for a moment, breaks himself free from the handicaps and societal expectation for conformity. For this moment, the world is as it used to be; however, it all ends too quickly when Harrison Bergeron and his empress are shot and killed. The entire incident is broadcast on television, but with society handicapped, everyone, even Harrison Bergeron's own parents, forgets that the incident took place.

This is a bit of a weighty piece, and some might object to the violence portrayed in the text. The important thing to draw from the text, and what will be focused on during the unit discussion, is the symbolic representation of Harrison Bergeron's death. Prior to the moment that he broke free, had he ever really lived? Again, the focus of the text will be on the effects that societal pressures to conform have on the individual. It is important for students to be able to draw on the norms that they succumb to and to be able to identify how these norms can suppress their true selves.

Another way of looking at "Harrison Bergeron" could be from a political perspective. Though this might be brought up as a discussion point by students during the examination of the text, it will not be a focal point for this particular unit. Students will instead be focused on the issue of conformity and how it affects them as individuals.

The next work that we will examine is "The Unknown Citizen" by W.H. Auden. In this poem, Auden dehumanizes almost every aspect of human life. The subject of the poem did everything that was asked of him as it was asked without argument, discussion, or thought. He conformed to every whim of bureaucracy and in the process lost his sense of self. Again, based on the content of this poem, it would not be expected that there would be concern from parents or administration as to its place in the classroom. The focus in the classroom will be on losing one's sense of self due to societal expectations, pressures, and obligations. It is hoped that students will gain a glimpse of what society would be like if everyone was just alike with no real thoughts or passions to guide them. Further, it is hoped that students will see that there is value in their thoughts and ideas even if they sometimes clash with those around them.

The last work that we will examine will be "The Sneetches" by Dr. Seuss. In this story, there are two sets of Sneetches. One set has a star on their bellies and the other does not. In the story, the Sneetches with stars feel that they are superior to the Sneetches without stars. This makes the plain bellied Sneetches feel very bad and inadequate. One day, a man shows up with a machine that will put stars on the bellies of the plain bellied Sneetches - for a monetary fee. Once the plain-bellied

Sneetches receive their stars, the original star-bellied Sneetches no longer want their stars. So, again for a monetary fee, the Sneetches are able to have their stars removed. The story goes for a couple of rounds this way, until the Sneetches are out of money and the man with the machine takes off. The Sneetches learn that it is not what is on the outside that counts.

While it is Dr. Seuss, it is a fun story that the students will be able to easily relate to. After a unit of very profound and serious literature, it will be a nice break for the students to have a light, fun story. The lesson is still the major focus. Students will be able to discuss and think about times when they feel that they have been judged or have judged others based on an outward appearance. The content of the story does not seem to discuss anything that would merit parental or administrative concern or disapproval. The students will focus on the plain-bellied Sneetches' need to conform and the consequences of this need. They will also focus on the star-bellied Sneetches' reactions to the plain-bellied Sneetches both before they had their stars put on and after.

The topic of conformity and societal pressure is very serious, and it is very real to high school students. As they move through this unit, it is hoped that they will realize how this pressure affects them from all angles. They need to be

aware of how pressuring others can affect the other person, but they also need to recognize how it affects them as individuals. They must understand how the constant concern of meeting one's societal obligations can damage one's sense of self. Lastly, they should leave this lesson with the understanding that they do have a voice and that their voice is just as important as anyone else's.

Smagorinsky, P. (2008). Rubric for grading rationales. University of Georgia. Retrieved 12 February, 2009 from <http://www.coe.uga.edu/~smago/Rubrics/rationalerubric.htm>.

Conceptual Unit Rationale

Rubric for Grading

LAE 4335

A rationale receiving an A will do the following:

Provide a justification for teaching a conceptual unit that is convincing to its targeted audience, which should include school administrators, colleagues, board of education members, parents, and anyone else who might ask you to defend your teaching.

Take the form of an argument, consisting of

- A clearly articulated overall thesis
- a set of related claims (points you want us to accept as true)
- responsible evidence that serves to support those claims (**drawn from some form of scholarship**)
- warrants that explain how the evidence supports the claims
- an anticipation of a counterargument to the rationale
- a rebuttal of that counterargument.

Orchestrate these components into a coherent argument

Use language suitable to impress your readers that you are qualified to be an English teacher.

Include evidence of a rough draft that has been subjected to a peer critique based on this rubric.

A rationale receiving a B will do the following:

Provide a justification for teaching a conceptual unit that is generally convincing to its targeted audience, which should include school administrators, colleagues, board of education members, parents, and anyone else who might ask you to defend your teaching.

Take the form of an argument, consisting of

- a clearly articulated thesis
- a set of related claims, although those claims might not have the clear relationship evident in an rationale receiving an A
- responsible evidence that serves to support those claims (drawn from some form of scholarship), although that evidence might not be as clearly explained or as well documented as that in a rationale receiving an A

- warrants that explain how the evidence supports the claims, although that support might not be as clearly explained as in the warrants in a rationale receiving an A

- an anticipation of a counterargument to the rationale

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- a rebuttal of that counterargument, although that counterargument might not be as convincing as the counterargument in a rationale receiving an A.

Orchestrate these components into a coherent argument, although the overall coherence might not be as great as in a rationale receiving an A.

Use language suitable to impress your readers that you are qualified to be an English teacher.

Include evidence of a rough draft that has been subjected to a peer critique based on this rubric.

A rationale receiving a C will do the following:

Provide a justification for teaching a conceptual unit that is somewhat convincing to its targeted audience, which should include school administrators, colleagues, board of education members, parents, and anyone else who might ask you to defend your teaching.

Take the form of an argument, consisting of

- a thesis, which might not as clearly articulated as that in a rationale receiving a B, or might be so broad that it does not justify the particular unit being defended.
- a set of claims, although the relationship among those claims might not be abundantly clear, or might consist of platitudes or buzzwords rather than argumentative points.
- evidence that serves to support those claims, although that evidence might not have a scholarly basis (e.g., might be based on personal opinion) and might not be as clearly explained or as well documented as that in a rationale receiving a B
- warrants that do not clearly explain the relationship between a claim and its supporting evidence.
- a counterargument that is not worthy of address or acts as a non sequitur to the argument in the rationale
- a rebuttal of that counterargument that does not convincingly refute it.

Orchestrate these components poorly, without a clear relationship among the claims or between the claims and the main thesis of the argument.

Use language suitable to impress your readers that you are qualified to be an English teacher.

Include evidence of a rough draft, though without necessarily evidence of a peer critique.

A rationale receiving a D will do the following:

Provide a justification for teaching a conceptual unit that is not likely to convince its targeted audience, which should include school administrators, colleagues, board of education members, parents, and anyone else who might ask you to defend your teaching.

Lack at least one of the basic features of an argument, or include them in ways that are unrelated, poorly explained, or illogical. These features include:

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- a thesis
- a set of claims
- evidence that serves to support those claims
- warrants
- a counterargument

- a rebuttal of that counterargument

Orchestrate these components poorly, without a clear relationship among the claims or between the claims and the main thesis of the argument.

Use language that might raise questions among your readers that you are qualified to be an English teacher.

Include no evidence of a rough draft or peer critique.

A rationale receiving an F will do the following:

Provide a no clear justification for teaching a conceptual unit

Lack several of the basic features of an argument, or include them in ways that are unrelated, poorly explained, or illogical. These features include:

- a thesis
- a set of claims
- evidence that serves to support those claims

- warrants
- a counterargument
- a rebuttal of that counterargument

Present these components without a clear relationship among the claims or between the claims and the main thesis of the argument.

Use language that might raise questions among your readers that you are qualified to be an English teacher.

Include no evidence of a rough draft or peer critique.

A rationale receiving a zero will not be turned in.

Goals:

1. Students will connect texts to their own lives and to make meaningful connections to the world and current events. (I think this was regarding the Reader's Journals)
2. Students will demonstrate the ability to consider events from multiple perspectives.
3. Students will be able to create an argument and defend it with supporting details.
4. Students will demonstrate an understanding of the power of "group think" and "individual thinking" through writing and group discussion.
5. Students will use what they learn about the dangers of conformity and peer pressure to educate others.

Rubrics:

Writing activity: We have been talking about seeing things from others view points. You have created characters, and made post cards, both showing a view point that was not your own. Now, you will be asked to write a story that has an alternating point of view. This means that you must have at least 4 characters in your story and a part of the story must be told from each of their view points. Be creative!

- The story must include at least four different view points.
- Must be at least three pages in length.
- Students must use correct grammar and spelling.
- Story must include a beginning, a climax, and an end.

	A	B	C	D	F
View Points	View point of at least four different characters.	View point of at least three different characters.	View point of at least two different characters.	View point of only one character.	View point of only one character.
Story Elements	Includes a beginning, a climax, and an end.	Includes, but does not have a complete beginning, a climax, or an end.	Missing either a beginning, a climax, or an end.	Missing two out of the three of a beginning, a climax, or an end.	Does not include a beginning, a climax, or an end.
Length	Story is at least three pages in length.	Story is at least two and a half pages in length.	Story is at least two pages in length.	Story is at least one and a half pages in length.	Story is less than one page in length.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.

Group debate: Now is the time to prove that you are able to see through someone else's eyes! The class will hold a group debate. The class will be split into two groups, one group must take the side of pro-witchcraft trials, the other group will be anti-witchcraft trials. Remember to use your text to further your argument and to not let your personal feeling interfere with your argument. A written copy of the argument will be due before the actual debate.

- Arguments must be strong and include at least four quotes from the text.
- Must defend their position despite their personal stance on the issue.
- Argument must be submitted in writing before the debate takes place.
- Submitted arguments must be at least three pages.
- Submitted arguments must be free of grammatical and spelling errors.

	A	B	C	D	F
Argument	Presents a strong argument.	Presents a somewhat strong argument.	Presents an argument that is not very strong.	Presents an argument that is weak.	Presents an argument that is almost non-existent.
Quotations	Uses at least four quotations from the text.	Uses at least three quotations from the text.	Uses at least two quotations from the text.	Uses at least one quotation from the text.	Uses no quotations from the text.
Length	Argument is at least three pages in length.	Argument is at least two and a half pages in length.	Argument is at least two pages in length.	Argument is at least one and a half pages in length.	Argument is less than one page in length.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.

Post cards: Having read the previous section of *The Crucible*, you will not be asked to create a post card. You will need to select a character to write the post card from. Be sure you use textual references and be sure to decorate the front of the post card! This is your chance to be creative!

- Post cards must be a page long. (8.5 by 11 paper turned horizontal so that it resembles a post card.)
- Writing must be grammatically correct and free of spelling errors.
- Must be written in a character's point of view with at least four references to the text, being either people, places, or events.)
- Front of post card must be decorated fully with pictures, drawings, stickers, or anything students wish to use.

	A	B	C	D	F
Point of View	Is written in the point of view from one of the characters.	Is somewhat written in the point of view from one of the characters.	Can not be distinguished that it is written in the point of view of a character.	Is not written in the point of view of a character, instead it is written from the student's point of view.	Is not written in the point of view.
References	There are at least four references to the text.	There are at least three references to the text.	There are at least two references to the text.	There is at least one reference to the text.	There are no references to the text.
Length	Post card is a page long.	Post card is $\frac{3}{4}$ of a page long.	Post card is half a page long.	Post card is a quarter of a page long	Post card is less than a quarter of a page long.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.
Decoration	The front is fully decorated.	The front is $\frac{3}{4}$ decorated.	The front is half way decorated.	The front is only a quarter decorated.	The front is not decorated.

Collage: Since you have had experience writing from the point of view of a character, you will now be asked to create a character. The character can be anyone you choose them to be, but they need to have a solid stance on an issue, any issue you choose. After you have created your character, you will need to make a collage that demonstrates your character and their stance on the issue. Be sure to include 2 paragraphs on the back of the collage describing your character and their stance.

- Students need to write two paragraphs on the back of the collage introducing the character.
- The collage must fill up a full page.
- The collage must fit the character described on the back.
- The collage must show a clear stance on an issue. It must be clear which side of the argument the character is on.

	A	B	C	D	E
Collage Character	Fits the character described.	Mostly fits the character described.	Somewhat fits the character described.	Does not fit the character described, instead fits the student.	Does not fit the character described.
Collage Stance	Shows a clear stance on an issue.	Mostly shows a clear stance on an issue.	Somewhat shows a clear stance on an issue.	Does not show a clear stance on an issue, instead shows the student's stance.	Does not show a clear stance on an issue.
Collage Length	Collage is a full page.	Collage is $\frac{3}{4}$ of a page.	Collage is half a page.	Collage is a quarter of a page.	Collage is less than a quarter of a page.
Paragraph	Wrote at least two paragraphs about the character.	Wrote at least a paragraph and a half about the character.	Wrote at least a paragraph about the character.	Wrote at least half a paragraph about the character.	Wrote less than a paragraph about the character.

Writing Assignment: You are now familiar with “The Sneetches” and with the term omniscient narrator.

Now, let’s see what you’ve learned during this unit about perspective. You will be assigned a character from “The Sneetches.” Write the story of what the Sneetches go through from the perspective of your character.

Be creative – it’s not every day you get to be a Sneetch!

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

Reader Response Journal: This journal is your way of proving to me that you have read the assigned material. You are responsible for finding passages throughout the readings that you find interesting (funny, ironic, profound, dumb, confusing, etc). Record those passages on the left hand side of your journal – ***don't forget to include the page number***. Next to that entry, record your thoughts and/or questions about that particular passage. That's all there is to it!

Analyzing Information : Reader Response Journal

CATEGORY	4	3	2	1
Entry Requirements	The journal meets all entry requirements in regards to number of entries (10) and labeling of entries.	The journal is just short of meeting all entry requirements in regards to number of entries (8-9) and/or labeling of entries.	The journal is far from meeting all entry requirements in regards to number of entries (6-7) and/or labeling of entries.	The journal contains 5 or fewer entries.
Length	All of the entries are written to meet the 1/2-page minimum requirement in length.	Most of the entries (8-9) are written to meet the 1/2-page minimum requirement in length.	Some of the entries (6-7) are written to meet the 1/2-page minimum requirement in length.	Five or fewer of the entries are written to meet the 1/2-page minimum requirement in length.

Insight/Reflection	All of the entries show a high degree of understanding and insight. Fully developed reflections about and connections to/from the text are made, along with textual support. Plot summaries are avoided.	Some of the entries show a degree of understanding and insight. Partially developed reflection about and connections to/from the text are made, along with textual support, OR one or two of the entries are more summary than reflection.	A few of the entries show some degree of understanding and/or insight. Reflections about and connections to/from the text are sometimes made, but are underdeveloped and lack textual support, OR three or more of the entries are more summary than reflection.	Most, if not all, of the entries are merely summaries of the reading. There may be little degree of understanding and/or insight. Reflections about and connections to/from the text are not made.
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Awareness campaign: You have been learning about some of the potential dangers associated with conformity and peer pressure. Now it is time to educate others. You are going to create an awareness campaign to alert and teach others. Be creative!!

Public Awareness Campaign : Conformity

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Research/Statistical Data	Students include more than 2 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include at least 1 high-quality examples or pieces of data to support their campaign.	Students include no high-quality examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

Name: Erica Heard

Introduction Lesson: Friday Before Week 1

Lesson Title: "Who's the Witch?"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Participate in an activity, showing the introduction on the setting of the book *The Crucible*.

- **2. Sunshine State Standards:**
 - LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written.

 - LA.1112.4.3.2- include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).

 - LA.1112.5.1.1 The student will use fluent and legible handwriting skills.

- **3. Materials:**
 - Envelopes With Labeled Slips Inside

 - Sheet With Questions

 - Paper

 - Writing Utensil

Additional Materials for ESOL students if necessary:

- Bilingual Dictionary
 - Vocabulary Sheet
-
- **4. Lesson Sequence:**
 - **Day 1:**

- As the students come into class, have them get into groups of 5. Once class begins, pass out a sealed envelop to each student and instruct them not to open them yet. Tell the students that each envelop have a piece of paper inside that will either say “Villager”, or “Witch”. Each group has 4 villagers and one witch. The point of this activity is to figure out which one of them is a witch.(ALL the slips of paper say “Villager”. The students must NOT know this until the end.) Hand out the sheet of questions to each group. The questions on the sheet are:

1. What were you doing yesterday?
2. Why are your crops growing so well during this dry spell?
3. You seem to never get sick, why?
4. Do you think there is witchcraft going on in the village?

Allow the students to read over the sheet. Then, ask students to answer aloud what they think the setting would be for this activity would be based off the questions and the titles on the sheets in the envelopes The main things students need to know about the setting is that it is a village, during the late 1600's. The village is small, and they survive off their crops. There have been rumors of witchcraft coming from other villages near this one. If the students do not answer with these key points, explain them. Now, explain how the students will conduct this activity. Each person in each group needs to answer all of the questions as if they were the person on the sheet of paper, either a villager or a witch. Remind the students that the witches do not want to be caught so they must try to fool the other students into thinking they are a villager. While each student is answering the questions, the other students need to take notes on why they think this student is either a witch or a villager. (10 minutes)

- For ESOL students, take this time to give them their vocabulary sheets that has key vocabulary used during this lesson. Also, sit down with them and explain the directions again. Give them a written copy of the directions and allow them to look up any words they do not know.
- Have the students open the envelopes, remind them to not let anyone else see their slip of paper. Allow the students to complete the assignment as the teacher walks around, insuring they stay on task and answering any questions. (15 minutes)
 - Have the groups let the ESOL students answer the questions last so that they can think about what they want to say first and look up any words they do not know. Level 1 students should say a few words, level 2 students a few phrases, and level 3 students a full sentence or two. Level 4 students should answer the question in its entirety.
- After the all the students have answered the questions, have each group vote on who is the witch. Tell the students that they may try to persuade the other students to vote one way if they want but the group must come to a consensus. (5 minutes)
 - ESOL students should have no issues with this step. If they are level 1 students, they may point at who they think is the witch. Encourage the other levels to participate verbally.
- Have each group tell the class who they thought was the witch and explain briefly why. After each group has gone, have all the “witches” come to the front of the class with their

envelops. Have them show the class their slips, which all say "Villager". Have the rest of the class show their slips to their groups. The student should realize that no one's slip said "Witch". (5 minutes)

- Explain how the students found things to suspect someone of witchcraft just because they were told that someone was a witch. Tell them how this was innocent, and nothing bad would happen to the "witches" but that this happened once in America, and the ones accused of witchcraft were killed. Each person in the class forgot what they personally thought, and took on the thinking of the group, so that they could do a witch hunt. Explain to the students how dangerous this could be because if this were a village, innocent people would have died all because they were made to think that some of them were witches. Tie this in with the text *The Crucible* by Arthur Miller. Tell the students that this scenario is the basis of the book that they will be reading for the next 4 weeks. (9 minutes)
 - Go over this again with ESOL students if they do not understand. Encourage them to use their bilingual dictionaries and vocabulary sheets if they do not understand some of the words used.
- Pass out a copy of *The Crucible* and have each student sign it out. Have the students start a new double entry journal for this text. Students have used the double entry journal before for other novels, so they do not require instruction. Assign students the homework of reading pages 1-30 in the text over the weekend and remind them to fill in their journal. (1 minute)
 - ESOL students may require a refresher on the journals. Provide them with the written directions for the journal and answer any questions they have.

5. Assessment and Assessment Criteria:

- Students will be graded on participation during the activity.

Harrison Bergeron

by Kurt Vonnegut (1961)

I'd like you to read this famous story and think about whether Nietzsche wasn't on to something when he criticized the naive idea of human equality.

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh?" said George.

"That dance – it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good – no better than anybody else would have been, anyway. They were burdened with

sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself she had to ask George what the latest sound had been.

"Sounded like somebody hitting a milk bottle with a ball peen hammer," said George.

"I'd think it would be real interesting, hearing all the different sounds," said Hazel, a little envious. "All the things they think up."

"Um," said George.

"Only, if I was Handicapper General, you know what I would do?" said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. "If I was Diana Moon Glampers," said Hazel, "I'd have chimes on Sunday – just chimes. Kind of in honor of religion."

"I could think, if it was just chimes," said George.

"Well – maybe make 'em real loud," said Hazel. "I think I'd make a good Handicapper General."

"Good as anybody else," said George.

"Who knows better'n I do what normal is?" said Hazel.

"Right," said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

"Boy!" said Hazel, "that was a doozy, wasn't it?"

It was such a doozy that George was white and trembling and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

"All of a sudden you look so tired," said Hazel. "Why don't you stretch out on the sofa, so's you can rest your handicap bag on the pillows, honeybunch." She was referring to the forty-seven pounds of birdshot in canvas bag, which was padlocked around George's neck. "Go on and rest the bag for a little while," she said. "I don't care if you're not equal to me for a while."

George weighed the bag with his hands. "I don't mind it," he said. "I don't notice it any more. It's just a part of me."

"You been so tired lately – kind of wore out," said Hazel. "If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few."

"Two years in prison and two thousand dollars fine for every ball I took out," said George. "I don't call that a bargain."

"If you could just take a few out when you came home from work," said Hazel. "I mean – you don't compete with anybody around here. You just set around."

"If I tried to get away with it," said George, "then other people'd get away with it and pretty soon we'd be right back to the dark ages again, with everybody competing against everybody else. You wouldn't like that, would you?"

"I'd hate it," said Hazel.

"There you are," said George. "The minute people start cheating on laws, what do you think happens to society?"

If Hazel hadn't been able to come up with an answer to this question, George couldn't have supplied one. A siren was going off in his head.

"Reckon it'd fall all apart," said Hazel.

"What would?" said George blankly.

"Society," said Hazel uncertainly. "Wasn't that what you just said?"

"Who knows?" said George.

The television program was suddenly interrupted for a news bulletin. It wasn't clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, "Ladies and gentlemen – "

He finally gave up, handed the bulletin to a ballerina to read.

"That's all right –" Hazel said of the announcer, "he tried. That's the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard."

"Ladies and gentlemen" said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. "Excuse me – " she said, and she began again, making her voice absolutely uncompetitive.

"Harrison Bergeron, age fourteen," she said in a grackle squawk, "has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous."

A police photograph of Harrison Bergeron was flashed on the screen – upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison's appearance was Halloween and hardware. Nobody had ever worn heavier handicaps. He had outgrown hindrances faster than the H-G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H-G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

"If you see this boy," said the ballerina, "do not – I repeat, do not – try to reason with him."

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have – for many was the time his own home had danced to the same crashing tune. "My God –" said George, "that must be Harrison!"

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

"I am the Emperor!" cried Harrison. "Do you hear? I am the Emperor! Everybody must do what I say at once!" He stamped his foot and the studio shook.

"Even as I stand here –" he bellowed, "crippled, hobbled, sickened – I am a greater ruler than any man who ever lived! Now watch me become what I *can* become!"

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all, he removed her mask.

She was blindingly beautiful.

"Now" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first – cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while – listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girl's tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it. It became their obvious intention to kiss the ceiling.

They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George.

But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying?" he said to Hazel.

"Yup," she said,

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a riveting gun in his head.

"Gee – I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee –" said Hazel, "I could tell that one was a doozy."

Name: Erica Heard

Week 1: Monday and Tuesday

Lesson Title: "Harrison Bergeron"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Hold an open discussion about a short story to show understanding.
 - Create a character and a collage to show the ability to write and create from another viewpoint.
- **2. Sunshine State Standards:**
 - LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.
 - LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
 - LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- **3. Materials:**
 - Short Story "Harrison Bergeron" by Kurt Vonnegut
 - Paper
 - Writing Utensil
 - Magazines
 - Scissors
 - Discussion Questions

Additional Materials for ESOL students if necessary

- Bilingual Dictionary
- Vocabulary Sheet

– **4. Lesson Sequence:**

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Day 1:

- Introduce students to conformity issues. Focus on what may happen when a group of people give up their individuality for conformity. Give real world examples like the Nazi Party and how the individual members gave up their own morals and beliefs to adopt those of the group, whether they agreed or not. Tie this into the short story "Harrison Bergeron." Give the setting of the story which is set in a world where everyone is expected to be the same. If you are born with any advantages, you are expected to take steps to bring yourself down to average. Pass out copies of the poem. (10 minutes)

- For ESOL students, take this time to give them their vocabulary sheets that has predefined vocabulary from the short story.
 - Have the students read the story to themselves. Then have volunteers read the story out loud to the class. Allow for any questions. (10 minutes)
 - Re-read the story with any ESOL students. Answer any questions they may have and use examples if they are confused. Also, direct students to their vocabulary sheets and bilingual dictionaries if they need them.
 - After the story is read, and has been re-read with the ESOL students, ask students to get into groups of 4. Have the groups pick a recorder, time keeper, reporter, and a person that asks "why?" After this is done, give each group a sheet with their discussion questions on it. Each group will conduct a discussion in their groups. The questions on the sheets are as followed:
 1. What would it be like to live in the world where Harrison lives?
 2. Is it fair to force people to be "normal"?
 3. How will normalizing everyone effect the way their society evolves?
 4. What would be the long term outcomes from having a society full of just average thinkers?
- Allow students to talk about these questions. The teacher should be walking around the room assisting groups and keeping them on track. (15 minutes)
- Encourage ESOL students to add input in during group work to help them develop their English speaking skills. If they are reluctant to do so, ask that they follow along with the group and encourage them to look up any words used that they may not know.
 - After students have completed their discussion, allow each group to share what their group thought with the class. (10 minutes)

Day 2:

1. Go over the story of "Harrison Bergeron" with the class to refresh their minds. Remind students of what they said in their discussions the day before. Bring up some of the issues students may have seen from the story. Use these to introduce the idea of characters taking a stance. Give examples like Harrison's stance about equality was against it. State that other people in the story may have had strong stances for or against making everyone equal. Give other examples of how the ballerinas may have felt very strongly against the masks and weights. (10 minutes)
 - Give ESOL students any additional vocabulary words needed from the introduction. Go over the ideas with them again. Answer any questions they may have and go over any vocabulary they may have forgotten.
2. Now, inform students that they are to create a character that lives in the world of "Harrison Bergeron." The character must be an original person and needs to have a clear stance about the world they live in. The students will write two paragraphs detailing their character and their stance. They will also create a collage that is a visual representation of their character and their stance. Show them an example of a collage that is about an original character and that shows their stance. Provide students with the grading rubric so that they know what is required. (35 minutes)
 - Since the project is mostly visual, all levels of ESOL students may participate. Be sure to repeat the directions for ESOL students, and make sure they understand the

example. Level 1 students may write a few words about their character. Level 2 students will need to write a few phrases, while level 3 students a few sentences. Level 4 students will write the full two paragraphs but will be allowed to make mistakes. All students may use their bilingual dictionaries and vocabulary sheets.

3. Collect the collage at the end of class unless students want to turn it in the next day so that they may finish it at home. Inform students to read pages 30-46 in *The Crucible* and fill in their double entry journal. The double entry journal is an ongoing assignment so the students require no instruction.

5. Assessment and Assessment Criteria:

- The analysis will be graded on participation.
- The collage will be graded according to the rubric attached.

Collage: Since you have had been thinking about a world in which others live, you will now be asked to create a character that lives in that world. The character can be anyone you choose them to be, but they need to have a solid stance on an issue faced in “Harrison Bergeron”. After you have created your character, you will need to make a collage that demonstrates your character and their stance on the issue. Be sure to include 2 paragraphs on the back of the collage describing your character and their stance.

- -Students need to write two paragraphs on the back of the collage introducing the character.
- -The collage must fill up a full page.
- -The collage must fit the character described on the back.
- -The collage must show a clear stance on an issue. It must be clear which side of the argument the character is on.

	A	B	C	D	E
Collage Character	Fits the character described.	Mostly fits the character described.	Somewhat fits the character described.	Does not fit the character described, instead fits the student.	Does not fit the character described.
Collage Stance	Shows a clear stance on an issue.	Mostly shows a clear stance on an issue.	Somewhat shows a clear stance on an issue.	Does not show a clear stance on an issue, instead shows the student's stance.	Does not show a clear stance on an issue.
Collage Length	Collage is a full page.	Collage is $\frac{3}{4}$ of a page.	Collage is half a page.	Collage is a quarter of a page.	Collage is less than a quarter of a page.
Paragraph	Wrote at least two paragraphs about the character.	Wrote at least a paragraph and a half about the character.	Wrote at least a paragraph about the character.	Wrote at least half a paragraph about the character.	Wrote less than a paragraph about the character.

Name: Erica Heard

Week 1: Wednesday

Lesson Title: Witch Hunt Wednesday!

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Participate in a reading aloud of the play in a dramatic style.
- **2. Sunshine State Standards:**
 - LA.1112.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style.
 - LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations.
- **3. Materials:**
 - Novel *The Crucible* by Arthur Miller

Additional Materials for ESOL students if necessary

 - Bilingual Dictionary
 - Vocabulary Sheet
- **4. Lesson Sequence:**
 - Collect any collages from the day before. Students have been reading *The Crucible* by Arthur Miller in previous weeks. Provide them with a recap of what has happened so far in the story. This will get them thinking about the story again.(5 minutes)
 - For ESOL students, take this time to give them their vocabulary sheets that has predefined vocabulary from the story.
 - Break the class up into groups of five. The students have already been instructed on how to do a dramatic reading. Despite this, give them an example of dramatic reading by reading a few lines from the play. Remind students about key points when reading aloud like tone, volume, and emotion. Once the students are in their groups and assign each student a reading role. The rest of the period will be spent having the students reading pages 30-46 in their novel out loud in their groups. If they do not finish, they must read any remaining pages at home. (45 minutes)
 - Explain the directions for reading again with any ESOL students. Elaborate when necessary and give examples if the students are confused. Some ESOL students, especially levels 1 and 2 may not feel comfortable with reading out loud. Assign them small roles that say only a few words or phrases. Go over their parts with them before they are to read them so that they feel more comfortable. Levels 3 and 4 may be given smaller roles if they are not comfortable yet, but they are required to say at least a few sentences.
- 2. 5. Assessment and Assessment Criteria:**
 - Students will be graded on their participation during the reading.

Name: Erica Heard

Week 1: Thursday and Friday

Lesson Title: *The Crucible*

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Create postcards to show understanding of other people's viewpoints.
- **2. Sunshine State Standards:**
 - LA.1112.5.1.1: The student will use fluent and legible handwriting skills.
 - LA.1112.2.2.3: Organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining).
 - LA.1112.2.2.4: Identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text);
 - LA.1112.3.5.3: The student will sharing with others, or submitting for publication.
- **3. Materials:**
 - Novel *The Crucible* by Arthur Miller
 - Paper
 - Writing Utensil
 - Markers, Crayons, Colored Pencils

Additional Materials for ESOL students if necessary

- Bilingual Dictionary
- Vocabulary Sheet
- Visual Map of Main Characters and Their Attributes

– **4. Lesson Sequence:**

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Day 1:

- Briefly go over the section they read the day before. Ask the students to summarize out loud for the class what has happened so far in *The Crucible*. Only a few students need to do this. After the recap, go over the main characters in the play. Have students discuss what they think of the characters. (10 minutes)
 - For ESOL students, make sure they follow along with the class discussion. Give them their vocabulary sheets from the previous sections. Go over the summary with them and answer any questions they may have. Also, give them the visual map of main characters and their attributes and answer any questions they may have about it.
- Next, inform students that they will be making post cards. First, show them some examples of completed postcards. Be sure to point out important parts of the postcard such as the

- written part, and the front. Once students have a good understanding of what a post card should look like, tell them that they need to choose a character from *The Crucible* to write their postcard in their point of view. In addition to it being from someone else's point of view, the postcard needs to be written to be directed to someone outside the village, explaining what is going on in the village. The students have had practice in looking at things from other's point of view and should not require any instruction on this. Inform the students that the postcard must have a fully decorated front, the written portion must be a full page, there are to be no grammar mistakes, and there needs to be at least 4 references to the text. (5 minutes)
- ESOL students will also be making postcards so make sure to go over the instructions with them again. Answer any questions they may have. Level 1 students may write a few words on their postcard, level 2 students a few phrases, level 3 students a few sentences, and level 4 students will do the entire page but they are allowed some mistakes. All ESOL students may use their Bilingual dictionaries, vocabulary sheets, and the visual map of main characters and their attributes.
- Pass out the blank pages and have students turn them horizontally. Provide all students with a copy of the grading rubric so that they know what is expected. Allow the students to work on their postcards while the teacher walks around the room helping when they can. Collect the postcards at the end of class and keep them for Day 2. (30 minutes)
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Day 2:

1. Show the clip from the movie of *The Crucible* that correlates with the section the students read that week. Collect the students postcards and randomly pass them back out to the class. Have the students read the post card they received. If any students get their own postcard back, have them trade with another student. (15 minutes)
2. After the students have read the postcard, hand out more blank sheets of paper. Have the students write another postcard in response to the one they read. They will need to adopt the point of view of the person that the letter was addressed to in *The Crucible*. These postcards will have the same instructions as the ones from the previous day. Collect the first and second postcards at the end of class. (30 minutes)
 - Read the postcards with any ESOL students and insure they understand by answering any questions. If there is a vocabulary they do not know, go over it with them using their bilingual dictionaries and vocabulary sheets. The student's response postcards are required to have the same standards of the first ones.

5. Assessment and Assessment Criteria:

- Both postcards will be graded according to the rubric attached.

Post cards: Having read the previous section of *The Crucible*, you will not be asked to create a post card. You will need to select a character to write the post card from. Be sure you use textual references and be sure to decorate the front of the post card! This is your chance to be creative!

- ✓ Post cards must be a page long. (8.5 by 11 paper turned horizontal so that it resembles a post card.)
- ✓ Writing must be grammatically correct and free of spelling errors.
- ✓ Must be written in a character's point of view with at least four references to the text, being either people, places, or events.)
- ✓ Front of post card must be decorated fully with pictures, drawings, stickers, or anything students wish to use.

	A	B	C	D	F
Point of View	Is written in the point of view from one of the characters.	Is somewhat written in the point of view from one of the characters.	Can not be distinguished that it is written in the point of view of a character.	Is not written in the point of view of a character, instead it is written from the student's point of view.	Is not written in the point of view.
References	There are at least four references to the text.	There are at least three references to the text.	There are at least two references to the text.	There is at least one reference to the text.	There are no references to the text.
Length	Post card is a page long.	Post card is $\frac{3}{4}$ of a page long.	Post card is half a page long.	Post card is a quarter of a page long	Post card is less than a quarter of a page long.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.
Decoration	The front is fully decorated.	The front is $\frac{3}{4}$ decorated.	The front is half way decorated.	The front is only a quarter decorated.	The front is not decorated.

The Unknown Citizen

by W. H. Auden

(To JS/07 M 378

This Marble Monument

Is Erected by the State)

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a
saint,
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health-card shows he was once in hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Instalment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace, he was for peace: when there was war, he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his
generation.
And our teachers report that he never interfered with their
education.
Was he free? Was he happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

Name: Erica Heard

Week 2: Monday and Tuesday

Lesson Title: "Unknown Citizen"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Analyze a poem to show understanding.
 - Create a story using different view points to show ability to write from another viewpoint.
- **2. Sunshine State Standards:**
 - LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text.
 - LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts.
 - LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.
- **3. Materials:**
 - Poem "Unknown Citizen" by W.H. Auden
 - Paper
 - Writing Utensil

Additional Materials for ESOL students if necessary

- Bilingual Dictionary
- Vocabulary Sheet

- **4. Lesson Sequence:**
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Day 1:

- Students will have learned about identity vs. conformity already from prior lessons in this unit. They will require a refresher about how one's own identity can either be defined or stifled by conformity. After this is done, pass out the poem "Unknown Citizen" by W.H. Auden. (5 minutes)
 - For ESOL students, take this time to give them their vocabulary sheets that has predefined vocabulary from the poem.
- Read the poem out loud to the class. Allow for any questions. Then, break the class up into 5 groups and give each group 6 lines from the poem to analyze. Explain to them that they will analyze the poem to obtain a better understanding of it than what they might have. (10 minutes)

- Re-read the poem with any ESOL students. Answer any questions they may have and use examples if they are confused. Also, direct students to their vocabulary sheets and bilingual dictionaries if they need them.
 - Explain to the students that they are to re-read their lines and as a group, write down an explanation in their own words for that the poem means. Model this by picking a few lines from a different poem and re-tell the lines in your own words so that students understand it better. For instance, take Robert Frost's poem The Road Not Taken, and read the lines "Two roads diverged in a yellow wood,/And sorry I could not travel both" Then tell the students that the lines mean that the speaker is standing in the woods, looking at two paths and he is trying to figure out which to take because he wishes he could take both. Allow students to complete the task while walking around the room, answering any questions and keeping students on task. (15 minutes)
 - Encourage ESOL students to add input in during group work to help them develop their English speaking skills. If they are reluctant to do so, ask that they follow along with the group and encourage them to look up any words used that they may not know.
 - After students have completed their analysis, allow each group to share their analysis with the whole class. After each group has shared, the class as a whole should have a good understanding of the poem. (15 minutes)
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Day 2:

- .1 Recap what the students said about the poem from the previous day. Go over important aspects that need to be restated. The students have been learning how to see things from other view points, and they will do so again. Briefly go over important points regarding viewpoint such as it must be written in first person, it must not sound like the witter, but instead should sound like the character, and that the character themselves will have their own beliefs and morals. The students have had practice in this, so it should just be a review of what they already know. (5 minutes)
 - ESOL students should also already be familiar with this. Answer any questions they may have and go over any vocabulary they may have forgotten.
- .2 Now, inform students that they are to create a story using at least four viewpoints from the poem. It needs to be three pages in length, be free of grammatical errors, and must include a beginning, a climax, and an end. The story needs to be about the "Unknown Citizen" but other than that the students are free to explore their creativity. Provide students with the grading rubric so that they know what is required. Because the story is required to be three pages, the students have all class period to work on it and they may finish it for homework and turn it in the next day. (40 minutes)
 - If there are any ESOL students levels 1 and 2, they may create a story using pictures that they draw. Each drawing needs to have a caption under it describing the picture above. The students may use their bilingual dictionaries for this. Levels 3 and 4 are still required to write out the story. Level 3's may use limited vocabulary and may include only 2 view points rather than 4. Level 4's are required to do the story in full, but they may have some grammar issues.

3. Collect stories if students have finished. Students may take them home to finish them and turn them in on Wednesday. Inform students to read pages 47-76 in *The Crucible* and fill in their double entry journal. The double entry journal is an ongoing assignment so the students require no instruction.

3. 5. Assessment and Assessment Criteria:

- The analysis will be graded on participation.
- The story will be graded according to the rubric attached.

Writing activity. We have been talking about seeing things from others view points. You have created characters, and made post cards, both showing a view point that was not your own. Now, you will be asked to write a story that has an alternating point of view. This means that you must have at least 4 characters in your story and a part of the story must be told from each of their view points. Be creative!

- The story must include at least four different view points.
- Must be at least three pages in length.
- Students must use correct grammar and spelling.
- Story must include a beginning, a climax, and an end.

	A	B	C	D	F
View Points	View point of at least four different characters.	View point of at least three different characters.	View point of at least two different characters.	View point of only one character.	View point of only one character.
Story Elements	Includes a beginning, a climax, and an end.	Includes, but does not have a complete beginning, a climax, or an end.	Missing either a beginning, a climax, or an end.	Missing two out of the three of a beginning, a climax, or an end.	Does not include a beginning, a climax, or an end.
Length	Story is at least three pages in length.	Story is at least two and a half pages in length.	Story is at least two pages in length.	Story is at least one and a half pages in length.	Story is less than one page in length.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.

Name: Erica Heard

Week 2: Wednesday

Lesson Title: Witch Hunt Wednesday!

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Participate in a reading aloud of the play in a dramatic style.
- **2. Sunshine State Standards:**
 - LA.1112.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style.
 - LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations.
- **3. Materials:**
 - Novel *The Crucible* by Arthur Miller

Additional Materials for ESOL students if necessary

 - Bilingual Dictionary
 - Vocabulary Sheet
- **4. Lesson Sequence:**
 - Collect any stories from the previous day. Students will have been reading *The Crucible* by Arthur Miller in previous weeks. Provide them with a recap of what has happened so far in the story. This will get them thinking about the story again.(5 minutes)
 - For ESOL students, take this time to give them their vocabulary sheets that has predefined vocabulary from the story.
 - Break the class up into groups of five. The students have already been instructed on how to do a dramatic reading. Despite this, give them an example of dramatic reading by reading a few lines from the play. Remind students about key points when reading aloud like tone, volume, and emotion. Once the students are in their groups and assign each student a reading role. The rest of the period will be spent having the students reading pages 47-76 in their novel out loud in their groups. If they do not finish, they must read any remaining pages at home. (40 minutes)
 - Explain the directions for reading again with any ESOL students. Elaborate when necessary and give examples if the students are confused. Some ESOL students, especially levels 1 and 2 may not feel comfortable with reading out loud. Assign them small roles that say only a few words or phrases. Go over their parts with them before they are to read them so that they feel more comfortable. Levels 3 and 4 may be given smaller roles if they are not comfortable yet, but they are required to say at least a few sentences.
- 4. 5. Assessment and Assessment Criteria:**
 - Students will be graded on their participation during the reading.

Name: Erica Heard

Week 2: Thursday and Friday

Lesson Title: "*The Crucible*"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

- **1. Objectives:** Students will:
 - Create an argument for or against an issue using textual support.
- **2. Sunshine State Standards:**
 - LA.1112.5.1.1: The student will use fluent and legible handwriting skills.
 - LA.1112.5.2.3: The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria.
 - LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations.
 - LA.1112.3.5.3: The student will sharing with others, or submitting for publication.
- **3. Materials:**
 - Novel *The Crucible* by Arthur Miller
 - Paper
 - Writing Utensil

Additional Materials for ESOL students if necessary

- Bilingual Dictionary
 - Vocabulary Sheet
 - Visual Map of Main Characters and Their Attributes
- **4. Lesson Sequence:**
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Day 1:

- Briefly go over the main conflict from the section they read the day before. Ask the students to summarize for the class what has happened so far in *The Crucible*. Only a few students need to do this. After the recap, go over the two sides to the main conflict. Explain that one side of the witch trials are the people who are against it, and that the other side are the people that are for it. Have the students do an informal discussion on which side they are on. (10 minutes)
 - For ESOL students, make sure they follow along with the class discussion. Give them their vocabulary sheets from the previous sections. Go over the summary with them and answer any questions they may have.
- After they have discussed their views, separate the class into two groups. Inform the students that they will be conducting a debate over the witch trials. The students have done debates before in a previous unit, so briefly go over the key points of a good debate like the

fact that the students are to debate the given side, not their views, and the fact that they need to have textual support for their argument. Have each group elect a recorder and a presenter. The rest of the students in the group will be researchers. After the roles are chosen, give one group the side of pro-witch trials, and the other anti-witch trials. Remind the students that no matter their personal views on the topic, they must argue their assigned stance. Provide students with the grading rubric so that they know what is expected. (5 minutes)

- ESOL students will also only need a refresher on debates. Give them written instructions so that they may see what is required. It is recommended that ESOL students be researchers for this debate. They may use their visual map of characters to enhance the argument for the group. Be sure to answer any questions they may have.

- Instruct the students that they need to have a written argument that is at least 3 pages and is free of grammatical errors. Also, Arguments must be strong and include at least four quotes from the text. The written argument is due the following day before the debate takes place. The rest of the period will be used for the group to prepare the argument. If it is not finished by the end of class, the recorder must take all the information gathered and compile it into their argument for homework. (30 minutes)

Day 2:

1. Collect the students written arguments. Show the students the movie clip for the section of the text that they read that week. (10 minutes)
- 2.
3. After the clip is finished, explain the rules of the debate to the class. They need to know to use common courtesy like waiting for their turn, applauding after the presenter is done, and no heckling. After both sides present their case, the other group members may ask the other group's speaker questions that challenge that group's case. If the speaker needs to consult their group before answering they may. The teacher should proctor carefully and ensure that the discussion does not stray off topic or get out of hand. (35 minutes)

5. Assessment and Assessment Criteria:

- The written argument and the debate will be graded according to the attached rubric.

Group debate. Now is the time to prove that you are able to see through someone else's eyes! The class will hold a group debate. The class will be split into two groups, one group must take the side of pro-witchcraft trials, the other group will be anti-witchcraft trials. Remember to use your text to further your argument and to not let your personal feeling interfere with your argument. A written copy of the argument will be due before the actual debate.

- Arguments must be strong and include at least four quotes from the text.
- Must defend their position despite their personal stance on the issue.
- Argument must be submitted in writing before the debate takes place.
- Submitted arguments must be at least three pages.
- Submitted arguments must be free of grammatical and spelling errors.

	A	B	C	D	F
Argument	Presents a strong argument.	Presents a somewhat strong argument.	Presents an argument that is not very strong.	Presents an argument that is weak.	Presents an argument that is almost non-existent.
Quotations	Uses at least four quotations from the text.	Uses at least three quotations from the text.	Uses at least two quotations from the text.	Uses at least one quotation from the text.	Uses no quotations from the text.
Length	Argument is at least three pages in length.	Argument is at least two and a half pages in length.	Argument is at least two pages in length.	Argument is at least one and a half pages in length.	Argument is less than one page in length.
Grammar	Follows correct grammar and spelling rules.	Mostly follows correct grammar and spelling rules.	Somewhat follows correct grammar and spelling rules.	Does not follow correct grammar and spelling rules.	Completely does not follow correct grammar and spelling rules.

Bellies With Stars

THE SNEETCHES

by Dr. Suess

Now the Star-bellied Sneetches had bellies with stars.
The Plain-bellied Sneetches had none upon thars.
The stars weren't so big; they were really quite small.
You would think such a thing wouldn't matter at all.
But because they had stars, all the Star-bellied Sneetches
would brag, "We're the best kind of Sneetch on the beaches."

With their snoots in the air, they would sniff and they'd snort, "
We'll have nothing to do with the plain-bellied sort."
And whenever they met some, when they were out walking,
they'd hike right on past them without even talking.

When the Star-bellied children went out to play ball,
could the Plain-bellies join in their game? Not at all!
You could only play ball if your bellies had stars,
and the Plain-bellied children had none upon thars.

When the Star-bellied Sneetches had frankfurter roasts,
or picnics or parties or marshmallow toasts,
they never invited the Plain-bellied Sneetches.
Left them out cold in the dark of the beaches.
Kept them away; never let them come near,
and that's how they treated them year after year.

Then one day, it seems, while the Plain-bellied Sneetches
were moping, just moping alone on the beaches,
sitting there, wishing their bellies had stars,
up zipped a stranger in the strangest of cars.

"My friends, " he announced in a voice clear and keen,
"My name is Sylvester McMonkey McBean.
I've heard of your troubles; I've heard you're unhappy.
But I can fix that; I'm the fix-it-up chappie.
I've come here to help you; I have what you need.

My prices are low, and I work with great speed,
and my work is one hundred per cent guaranteed."

Then quickly, Sylvester McMonkey McBean
put together a very peculiar machine.
Then he said, "You want stars like a Star-bellied Sneetch?
My friends, you can have them . . . for three dollars each.
Just hand me your money and climb on aboard."

They clambered inside and the big machine roared.
It bonked. It clonked. It jerked. It berked.
It bopped them around, but the thing really worked.
When the Plain-bellied Sneetches popped out, they had stars!
They actually did, they had stars upon thars!

Then they yelled at the ones who had stars from the start,
"We're exactly like you; you can't tell us apart.
We're all just the same now, you snooty old smarties.
Now we can come to your frankfurter parties!"

"Good grief!" groaned the one who had stars from the first.
"We're still the best Sneetches, and they are the worst.
But how in the world will we know," they all frowned,
"if which kind is what or the other way 'round?"

Then up stepped McBean with a very sly wink, and he said,
"Things are not quite as bad as you think.
You don't know who's who, that is perfectly true.
But come with me, friends, do you know what I'll do?
I'll make you again the best Sneetches on beaches,
and all it will cost you is ten dollars eaches.

Belly stars are no longer in style, " said McBean.
"What you need is a trip through my stars-off machine.
This wondrous contraption will take off your stars,
so you won't look like Sneetches who have them on thars."

That handy machine, working very precisely,
removed all the stars from their bellies quite nicely.

Then, with snoots in the air, they paraded about.
They opened their beaks and proceeded to shout,
"We now know who's who, and there isn't a doubt,
the best kind of Sneetches are Sneetches without."

Then, of course those with stars all got frightfully mad.
To be wearing a star now was frightfully bad.
Then, of course old Sylvester McMonkey McBean
invited them into his stars-off machine.
Then, of course from then on, you can probably guess,
things really got into a horrible mess.

All the rest of the day on those wild screaming beaches,
the Fix-it-up-Chappie was fixing up Sneetches.
Off again, on again, in again, out again,
through the machine and back round about again,
still paying money, still running through,
changing their stars every minute or two,
until neither the Plain- nor the Star-bellies knew
whether this one was that one or that one was this one
or which one was what one or what one was who!

Then, when every last cent of their money was spent,
the Fix-It-Up-Chappie packed up and he went.
And he laughed as he drove in his car up the beach,
"They never will learn; no, you can't teach a Sneetch!"

But McBean was quite wrong, I'm quite happy to say,
the Sneetches got quite a bit smarter that day.
That day, they decided that Sneetches are Sneetches,
and no kind of Sneetch is the BEST on the beaches.
That day, all the Sneetches forgot about stars,
and whether they had one or not upon thars.

http://www.uulongview.com/sermons/bellies_with_stars.html

The Sneetches: Introduction

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will demonstrate story comprehension through the reading strategy of retelling. Students will demonstrate ability to understand character perspective through retelling of story from other character points-of-view.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Teaching materials: Dr. Seuss's *The Sneetches*, copies of the story for each student, and display of retelling of "Harrison Bergeron" to model.

Additional materials for ESOL students if necessary: Bilingual dictionary, film version of "The Sneetches", and vocabulary sheet.

Student materials: Paper, pen/pencil, and copy of *The Sneetches*

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: ***Think of a time when you felt as though you did not fit in. Why did you feel this way? What did you do about it?***
- Allow students approximately five minutes to write out their answers.
- Invite students to share their responses to bell ringer (approximately 5 minutes)
- Introduce *The Sneetches*: “I want to tell you a story about what some Sneetches did when they felt as though they did not fit in.”
- Read *The Sneetches* aloud to students (approximately 10 minutes)
 - **ESOL Modification:** Allow ESOL students to view the film version of “The Sneetches” on www.youtube.com using the classroom computer.
- Ask students to identify who is telling the story. This should be a review as we have previously discussed differences in the types of narrator. Once a student responds with “omniscient narrator,” ask how student was able to determine that. Check for class understanding. Review if necessary (approximately 5 minutes)
- Explain to students that they are going to retell the story from other perspectives to see how it might change. As students read and studied “Harrison Bergeron” in Week 3, display retelling of the story through the perspective of Harrison’s father as a model of this assignment (approximately 10 minutes)
- Number students off as 1, 2, or 3 (approximately 5 minutes)
 - 1s will re-write the story from the perspective of one of the original star-bellied Sneetches
 - 2s will re-write the story from the perspective of one of the original plain-bellied Sneetches
 - 3s will re-write the story from the perspective of McBean
- Pass out copies of *The Sneetches* to each student.
- Allow students the remainder of the class period to brainstorm and pre-write
- Before class ends, remind students of homework (due Thurs): Read 77-111 of “The Crucible” and make the entries in their double entry journals.

Assessment: Teacher observes students’ participation in order to gauge understanding. The retelling will be assessed based on rubric. Double-entry journals will be assessed based on rubric.

The Sneetches: Day 2

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will demonstrate story comprehension through the reading strategy of retelling. Students will demonstrate ability to understand character perspective through retelling of story from other character points-of-view.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

Teaching materials: Dr. Seuss's *The Sneetches*, copies of the story for each student, and display of retelling of "Harrison Bergeron" to model

Additional materials for ESOL students if necessary: Bilingual dictionary, film version of "The Sneetches", and vocabulary sheet.

Student materials: Paper, pen/pencil, and copy of *The Sneetches*

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: ***Do you ever see people who act like the Sneetches? What do they do?***
- Allow students approximately five minutes to write out their answers.
- Invite students to share their responses to bell ringer (approximately 5 minutes)
- Remind students of their assignment to retell the story of The Sneetches from the following perspectives:
 - 1s will re-write the story from the perspective of one of the original star-bellied Sneetches
 - 2s will re-write the story from the perspective of one of the original plain-bellied Sneetches
 - 3s will re-write the story from the perspective of McBean
- Allow students the remainder of the class period to free write their draft of the re-telling
 - **ESOL Modification:** Have directions for the assignment written in first language of students if possible using words that they can relate to to describe vocabulary terms like “point of view” and “perspective.” Work with students on developing their comprehension of the story. If ready, encourage students to retell the story through speech or writing.
- Before class ends:
 - collect drafts
 - remind students of homework (due Thurs): Read 77-111 of “The Crucible” and make the entries in their double entry journals.

Assessment: Teacher will observe students’ participation during writing assignment in order to gauge understanding. The re-telling will assessed based on rubric. Double-entry journals will be assessed based on rubric.

Writing Assignment: You are now familiar with “The Sneetches” and with the term omniscient narrator. Now, let’s see what you’ve learned during this unit about perspective. You will be assigned a character from “The Sneetches.” Write the story of what the Sneetches go through from the perspective of your character. Be creative – it’s not every day you get to be a Sneetch!

6+1 Trait Writing Model : Writing Expectations

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

The Sneetches: Day 3

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will demonstrate story comprehension through the reading strategy of retelling. Students will demonstrate ability to understand character perspective through retelling of story from other character points-of-view.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.2 - analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.1112.1.7.6 - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.1112.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

Teaching materials: Dr. Seuss's *The Sneetches*, copies of the story for each student, and display of retelling of "Harrison Bergeron" to model

Additional materials for ESOL students if necessary: Bilingual dictionary, film version of "The Sneetches", and vocabulary sheet.

Student materials: Paper, pen/pencil, and copy of *The Sneetches*

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: ***Which character(s) has the most power in “The Crucible”? Why?***
- Allow students approximately five minutes to write out their answers.
- Invite students to share their responses to bell ringer (approximately 5 minutes)
- Remind students of their assignment to retell the story of The Sneetches from the following perspectives:
 - 1s will re-write the story from the perspective of one of the original star-bellied Sneetches
 - 2s will re-write the story from the perspective of one of the original plain-bellied Sneetches
 - 3s will re-write the story from the perspective of McBean
- Allow students to finish their draft of the re-telling (approximately 20 minutes)
 - **ESOL Modification:** Have directions for the assignment written in first language of students if possible using words that they can relate to to describe vocabulary terms like “point of view” and “perspective.” Work with students on developing their comprehension of the story. If ready, encourage students to retell the story through speech or writing.
- Move students into groups of three.
 - Each group should consist of one 1, one 2, and one 3.
- Each student should share their re-telling with their group (approximately 10 minutes)
- Ask students to determine how the story changed based on the perspective of the narrator.
 - Each group should share one interesting thing that they noticed.
- Before class ends:
 - collect drafts (drafts will be assessed and given to students to place in their Writer’s Block folder)
 - remind students of homework (due Thurs): Read 77-111 of “The Crucible” and make the entries in their double entry journals.

Assessment: Teacher will observe students’ participation during writing assignment in order to gauge understanding. The re-telling will assessed based on rubric. Double-entry journals will be assessed based on rubric.

The Sneetches: Day 4

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will participate in the after-reading strategy "Somebody Wanted But So" in order to identify the main conflicts and resolutions in "The Crucible." Students will also utilize this strategy to better understand how changing character perspectives call attention to different details in the text.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.2.1.8 - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.1112.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

LA.1112.1.7.8 - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Teaching materials: Copy of "The Crucible," white board, expo markers, butcher paper, markers, and slips of paper with character names for students to draw for group placement.

Character names: John Proctor, Mary Warren, Elizabeth Proctor, and Judge Danforth.

Additional materials for ESOL students if necessary: Bilingual dictionary, summary of the reading, and vocabulary sheet.

Student materials: Paper, pen/pencil, and copy of “The Crucible”

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: *What was the best part about this act? Why?*
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Because this is a lengthy act, it will not be read aloud in class. Instead, the class will work in groups to complete the after-reading strategy “Somebody Wanted But So.”
- Model the “SWBS” strategy using the plain bellied Sneetches (approximately 5 minutes)
 - Allow each student to draw a slip of paper with a character name on it.
 - Students will then make their own “SWBS” chart and fill it out for the character they drew. (approximately 10 minutes)
 - Students will then get into groups of four, one person representing each character, and share their “SWBS.” Students should share, discuss, and agree with the information represented in each chart. If all students agree that the information in each chart is correct, then students should copy each chart to ensure they each have a copy representing all four characters. (approximately 20 minutes)
 - Ask for volunteers to draw their chart on the white board and explain it to the class. Each character should be represented. Ensure that the class agrees with the information presented and discuss any differences (approximately 10 minutes).
 - ESOL Modification: Based on the provided summaries, ESOL students should participate in this activity. If necessary, they can complete the chart in their home language and then translate it.
- Before class ends remind students that their double-entry journals will be collected tomorrow.

Assessment: Teacher will observe students’ participation during group work in order to gauge understanding.

The Sneetches: Day 5

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will compare and contrast the text "The Crucible" with the movie (Act III).

Time allotted: 50 minutes

Sunshine State Standards: LA

LA.1112.1.7.7 - compare and contrast elements in multiple texts

Teaching materials: *The Crucible*.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: ***What negative effects that might result from a person's desire to "fit in"?***
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Before beginning the movie (Act III), remind students that they are to take notes regarding any differences that they notice in the film version of the text. They should also consider notes on anything that especially like or dislike about the film version.
- Discuss with students their findings.
- If time permits, advise the class of the project that they will begin next week – PSA on conformity.

- Before class ends, collect the notes that were taken during the film and Reader's Journals.

Assessment: Teacher will observe students' participation by monitoring student behavior during the film and collecting the notes that were taken. Reader's Journals will be assessed by the rubric.

Reader Response Journal: This journal is your way of proving to me that you have read the assigned material. You are responsible for finding passages throughout the readings that you find interesting (funny, ironic, profound, dumb, confusing, etc). Record those passages on the left hand side of your journal – ***don't forget to include the page number***. Next to that entry, record your thoughts and/or questions about that particular passage. That's all there is to it!

Analyzing Information : Reader Response Journal

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Entry Requirements	The journal meets all entry requirements in regards to number of entries (10) and labeling of entries.	The journal is just short of meeting all entry requirements in regards to number of entries (8-9) and/or labeling of entries.	The journal is far from meeting all entry requirements in regards to number of entries (6-7) and/or labeling of entries.	The journal contains 5 or fewer entries.
Length	All of the entries are written to meet the 1/2-page minimum requirement in length.	Most of the entries (8-9) are written to meet the 1/2-page minimum requirement in length.	Some of the entries (6-7) are written to meet the 1/2-page minimum requirement in length.	Five or fewer of the entries are written to meet the 1/2-page minimum requirement in length.
Insight/Reflection	All of the entries show a high degree of understanding and insight. Fully developed reflections about and connections to/from the text are made, along with textual support. Plot summaries are avoided.	Some of the entries show a degree of understanding and insight. Partially developed reflection about and connections to/from the text are made, along with textual support, OR one or two of the entries are more summary than reflection.	A few of the entries show some degree of understanding and/or insight. Reflections about and connections to/from the text are sometimes made, but are underdeveloped and lack textual support, OR three or more of the entries are more summary than reflection.	Most, if not all, of the entries are merely summaries of the reading. There may be little degree of understanding and/or insight. Reflections about and connections to/from the text are not made.

Culminating Activity: Day 1

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will identify possible problems caused by the desire for conformity.

Students will also work to develop an awareness campaign to educate others about these problems.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.4 - identify cause-and-effect relationships in text

LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Teaching materials: *Prior to this lesson, teacher should have reserved computer lab access.*

Additional materials for ESOL students if necessary: Bilingual dictionaries and vocabulary sheet consisting of predetermined words that ESOL students might not be familiar with.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: *If I could change one thing about myself, I would change my _____.*
Why?
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Pass out the rubric for the unit culminating activity. Provide overview of the task.
- Draw a chart on the white board that is made of two columns. The first column should have the heading: PROBLEMS. The second column should have the heading: SOLUTIONS.
- Ask students to take out paper and make a similar chart.
- Brainstorm with students regarding the problems that could be caused by the desire for conformity. Possible answers might include: eating disorders, crime (shop lifting), crime (gangs) (approximately 5 minutes)
- Allow students to continue to brainstorm individually (approximately 5 minutes)
- Ask for volunteers to share the problems that they thought of. Write these down on the white board and have students write them down as well (approximately 5 minutes)
- Group students into groups of three based on their interest in a particular problem. For example, one group of three would deal with eating disorders, etc. (approximately 5 minutes)
- Explain to students that they are going to go to the computer lab to research how conformity is portrayed and to develop possible solutions.
- Take students to the computer lab.
 - **ESOL MODIFICATION:** Ask for assistance from the ESOL specialist if class contains more than three ESOL students. Work with each student to help them understand the assignment. One-on-one time with the student might be necessary.
- Before class ends collect charts students created.

Assessment: Teacher will assess students' understanding by monitoring student behavior and participation. Rubric will be used to assess the charts.

Culminating Activity: Day 2

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will identify possible problems caused by the desire for conformity.

Students will also work to develop an awareness campaign to educate others about these problems.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.4 - identify cause-and-effect relationships in text

LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Teaching materials: *Prior to this lesson, teacher should have reserved computer lab access.*

Additional materials for ESOL students if necessary: Bilingual dictionaries and vocabulary sheet consisting of predetermined words that ESOL students might not be familiar with.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:

- Bell ringer: *When others see me, they see* _____.
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Pass out the rubric for the unit culminating activity. Provide review of the rubric and of the task focusing students on brainstorming and research.
- Pass out the charts that were collected yesterday.
- Explain to students that they are going to go to the computer lab to research possible solutions or strategies that will encourage change.
- Remind students that they should be recording these possible solutions and strategies on their chart.
- Students should find examples to support the solutions or strategies that they plan to suggest in their campaign.
- Take students to the computer lab.
 - **ESOL MODIFICATION**: Ask for assistance from the ESOL specialist if class contains more than three ESOL students. Work with each student to help them understand the assignment. One-on-one time with the student might be necessary.
- Before class ends collect charts students created.

Assessment: Teacher will gauge students' understanding by monitoring student behavior and participation. Rubric will be used to assess the charts.

Culminating Activity: Day 3

Nikki Anderson

Lesson Title: "The Sneetches"

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will identify possible problems caused by the desire for conformity.

Students will also work to develop an awareness campaign to educate others about these problems.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.4 - identify cause-and-effect relationships in text

LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Teaching materials: *Prior to this class, teacher should create a poster modeling an awareness campaign to show students.* Poster board or piece of butcher paper for each group, markers, crayons, magazines, construction paper, glue sticks, and other necessary art supplies.

Additional materials for ESOL students if necessary: Bilingual dictionaries and vocabulary sheet consisting of predetermined words that ESOL students might not be familiar with.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: ***I have learned that conformity can be a problem because _____.***
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Review the rubric for the culminating activity with the students focusing on
- Show students the example poster reiterating that it is just an example and that they should develop their own ideas.
 - **ESOL MODIFICATION:** Ask for assistance from the ESOL specialist if class contains more than three ESOL students. Work with each student to help them understand the assignment. One-on-one time with the student might be necessary.
- Allow students to get into their groups and to collect their supplies.
- Allow students to work on their campaign for the remainder of the class period.

Assessment: Teacher will gauge students' understanding by monitoring student behavior and participation. Rubric will be used to assess the awareness campaigns once complete.

Culminating Activity: Day 4

Nikki Anderson

Lesson Title: Awareness Campaign

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will identify possible problems caused by the desire for conformity.

Students will also work to develop an awareness campaign to educate others about these problems.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.4 - identify cause-and-effect relationships in text

LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Teaching materials: *Prior to this class, teacher should create a poster modeling an awareness campaign to show students.* Poster board or piece of butcher paper for each group, markers, crayons, magazines, construction paper, glue sticks, and other necessary art supplies.

Additional materials for ESOL students if necessary: Bilingual dictionaries and vocabulary sheet consisting of predetermined words that ESOL students might not be familiar with.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:
- Bell ringer: *Through my research, I have found it interesting that _____.*
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Review the rubric for the culminating activity with the students focusing on
- Show students the example poster reiterating that it is just an example and that they should develop their own ideas.
- Allow students to get into their groups and to collect their supplies.
- Allow students to work on their campaign for the remainder of the class period.
 - **ESOL MODIFICATION:** Ask for assistance from the ESOL specialist if class contains more than three ESOL students. Work with each student to help them understand the assignment. One-on-one time with the student might be necessary.
- Campaigns should be nearly complete by the end of class.
- Before class ends, remind students that they will be presenting their campaign to the class tomorrow and that their campaigns will be hung up around the school for others to view.

Assessment: Teacher will observe students' understanding by monitoring student behavior and participation. Rubric will be used to assess the awareness campaigns once complete.

Culminating Activity: Day 5

Nikki Anderson

Lesson Title: Awareness Campaign

Unit: Identity vs. Conformity

Class: LAE 4335 Methods of Teaching English: High School

Date: 04/23/2009

Objective: Students will identify possible problems caused by the desire for conformity. Students will also work to develop an awareness campaign to educate others about these problems.

Time allotted: 50 minutes

Sunshine State Standards:

LA.1112.1.7.4 - identify cause-and-effect relationships in text

LA.1112.2.1.10 - select a variety of age and ability appropriate fiction materials to read based on knowledge of authors' styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

LA.1112.4.2.2 - record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information

LA.1112.6.3.3 - demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Objective: Students will work in groups to develop an awareness campaign to educate others as to the possible negative effects of conformity. Students will present their campaigns to their peers.

Time allotted: 50 minutes

Sunshine State Standards: LA.1112.2.1.4 and LA.1112.1.7.3

Teaching materials: *Prior to this class, teacher should create a poster modeling an awareness campaign to show students.* Poster board or piece of butcher paper for each group, markers, crayons, magazines, construction paper, glue sticks, and other necessary art supplies.

Additional materials for ESOL students if necessary: Bilingual dictionaries and vocabulary sheet consisting of predetermined words that ESOL students might not be familiar with.

Student materials: Paper and pen/pencil.

Procedures:

- Upon entering class, students will complete the following bell ringer activity:

- Bell ringer: *When others view my awareness campaign, I hope they learn _____.*
- Allow students approximately five minutes to write out their answers.
- Allow students to share their responses. (approximately five minutes)
- Pass out the charts that the students had created.
- Allow students 20 minutes to wrap up the work on their awareness campaign.
 - **ESOL MODIFICATION**: Ask for assistance from the ESOL specialist if class contains more than three ESOL students. Work with each student to help them understand the assignment. One-on-one time with the student might be necessary
 - During this time, the students should complete the rubric as a self assessment.
- Ask for groups to volunteer to share their awareness campaigns with their peers. Remind students that each group will have to present.
- Before class ends, collect all charts, rubrics, and posters from students.

Assessment: Teacher will observe students' understanding by monitoring student behavior and participation. Rubric will be used to assess the awareness campaigns.

Awareness campaign. You have been learning about some of the potential dangers associated with conformity and peer pressure. Now it is time to educate others. You are going to create an awareness campaign to alert and teach others. Be creative!!

Public Awareness Campaign : Conformity

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Research/Statistical Data	Students include more than 2 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include at least 1 high-quality examples or pieces of data to support their campaign.	Students include no high-quality examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.

Works Cited

Lashbrook, Jeffrey T. "Fitting In: Exploring the Emotional Dimension of Adolescent Peer Pressure." Adolescence 35.140 (2000): 748-56.